



More

Able

Subject

Information

#GateacreRaisingAspirations



Dear Parent/Carer,

In this booklet, you will find information from our subject departments about HOW they stretch, challenge and cater for the additional needs of a More Able student. Should you have any questions, please use the contact information on each department page to contact the head of department directly. Alternatively, you can email myself to collate information for you on e.gash@gateacre.org

As your child progresses throughout their school life, they will notice our 'Cloud 9' logo being used. This is to signify when work is particularly challenging and to encourage the students to aim higher, making those rare grade 9's at GCSE level a real possibility.

Please note, that some of our provision this year will be hindered due to COVID 19 and the restrictions we are working with.

Mrs. E. Gash

More Able Coordinator

Active Lifestyles

Head of Department:

Ms. A. Buckland (a.ruddock@gateacre.org)

KS3 Active Lifestyles:

We teach a range of different activities and sports to try and provide a wealth of experiences across both team games and individual sports and activities. We offer the opportunity to experience a range of different roles such as leader, coach, official and referee. This ensures all students can access the curriculum at some level. In addition to the work in the curriculum we offer extra-curricular opportunities to improve participation and skill level and to provide new and varied experiences. This could involve taking part in matches, leagues and competitions against other schools. Attending workshops, all day city wide events and new experiences such as dragon boat racing.

At KS4 we provide support in the following ways:

- Revision sessions aimed at More Able students
- Stretch and challenge booklets provided that allow all students to access all grades from Pass to distinction levels
- Practical sessions to assist with the write up of the coursework units
- Extra-curricular and teams for KS4 students
- Participation in the form of coaching, leadership, being an official and a referee
- Lessons appropriately taught to challenge more able.



Art

Head of Department:

Mrs. J. Sampson (j.sampson@gateacre.org)

KS3:

At KS3 more able students have the opportunity to attend after school club. They are identified in two cohorts (the targeted more able from data and the staff observations of art more able). This happens on a Wednesday after school and is on the timetable of after school activities. The after school clubs support and strengthen skill as well as build areas they may not have looked at Eg: print, ceramics, digital workshops.

We use data for KS3, discuss how to specifically target MA students in order to best benefit their needs through differentiation. Staff will already implement extension tasks, development of skill and individual tasks to suit the learner's needs within Art lessons. We have internal and external art competitions to support creativity.

KS4 and 5:

We have a set of GCSE and A'level displays within in the department, which celebrates the success of 9-7(KS4) and A-B (KS5) grade boundaries. Staff also use this as a teaching tool to ensure students understand our high expectations. Additionally, data identifies the MA group and enrichment is put into place to support. Students are pushed within lessons and provided with differentiated tasks as well as extension projects.

Students have the opportunity to attend after school workshops. These can vary in skill set for example: Digital art, ceramic school and so on. We have had artists in residence come into Gateacre from the creative sector, to further enhance learning. This is currently on hold due to covid.

The department have an open house after school club, for which pupils can drop in and out of as and when needed. This takes place Mon-Thurs. The sixth form have their own art space/working studio to drop in and out of at any point in the day or after school.



Design & Technology

Head of Department:

Mr. R. Walker (r.walker@gateacre.org)

In DT we give more able students the opportunity to develop in several different ways.

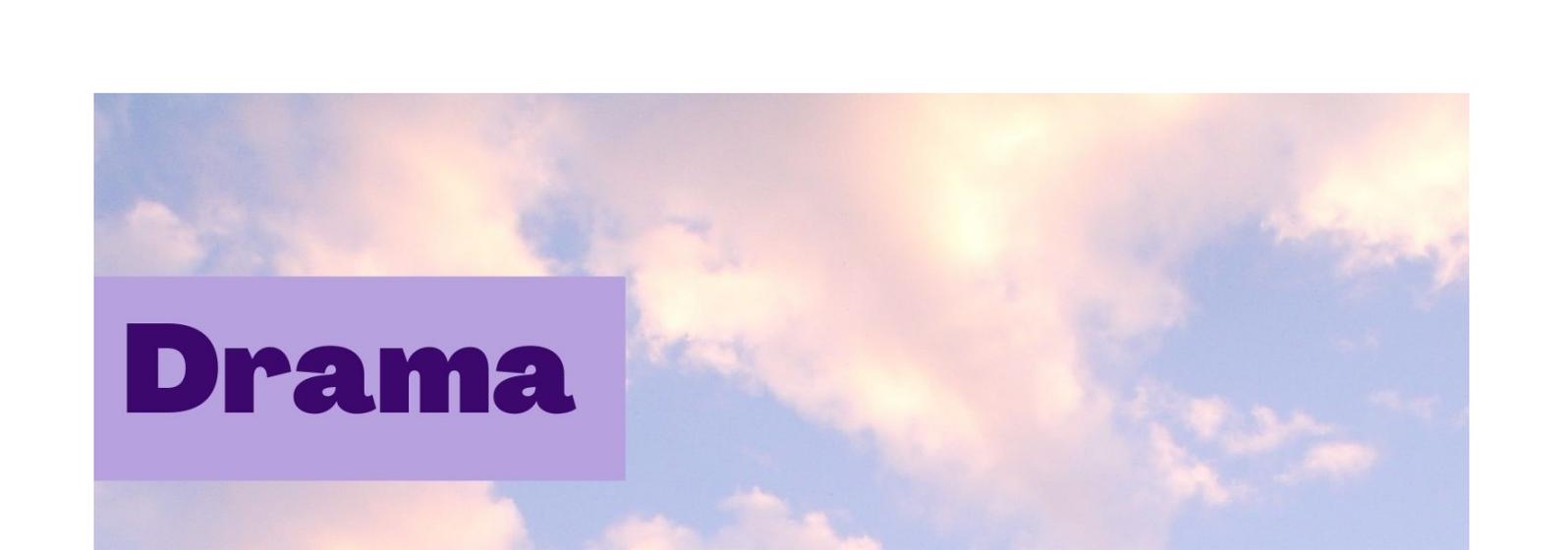
We challenge the more able students with written, design and practical tasks throughout KS3 and KS4. All schemes of work are structured to enable the more able learner to develop their designs further, sometimes with additional materials or processes, to produce a more advanced prototype.

In KS3, year 7, 8 and 9, students can attend DT club to design and make products out of materials, and with processes, not typically used at KS3. As well as traditional workshop tools and processes, students use CAD CAM (computer aided design and computer aided manufacture) to further their designs and are encouraged to 'download' CAD software at home to improve their skills and further their understanding. Students use the laser cutter and vinyl plotter to make the design they have produced in CAD.

In KS4, students can attend after school intervention sessions to further their understanding in the subject's theory content. They may also attend after school practical sessions where the students are able to complete practical activities in the DT workshop to manufacture their final product required for the NEA (non-exam assessment) portfolio.

In lessons and during after school sessions, KS4 students have the opportunity to work 1:1 with the DT technician to further their designs and improve their practical work.

More able students are always encouraged to pursue design and make activities outside school as 'hobbies'; from building technic Lego, to electronics and woodwork, students can develop their skills, further their understanding, and more importantly, enjoy themselves by designing and making things.



Drama

Head of Department:

Mrs. E. Gash (e.gash@gateacre.org)

In Drama, we challenge students by teaching them Drama techniques and theory that are lifted directly from GCSE and A level specifications from the outset of KS3. We differentiate to allow students to excel in their areas of strength and recognise that students can be talented in other aspects of theatre such as directing and theatre design. As such, we strive to provide opportunities for the students to explore these avenues and develop in these areas.

We select students to be part of our "Open the Gate" theatre company performances and projects and participate in other extra curricular projects often decided by external practitioners who come into our school to work with our students. We host visiting performances, theatre companies, professional actors and workshops. More able students can get involved in a wide range of theatre trips, showcases and school productions. We regularly show live exam class work to lower school students or use recordings of exam class work to improve standards lower down (tower learning) and encourage after school/weekend/holiday 1:1 rehearsals for practical performances.

We also offer support with audition pieces and work for performances and competitions outside of school, advise on ways to pursue a career in acting - agencies, NYT, etc., liaise with universities such as LIPA and Hope to provide experiences such as lectures and performances and provide opportunities for students to develop skills in other key areas such as technical theatre or design through 1:1 work with our Drama technician and through participation in events with Adlib Audio, etc.

This year, to combat some of the restrictions we are facing, we are running 'Musical Mondays' and 'Theatre Thursdays' periodically throughout the year to allow our students to watch recorded live theatre outside of school hours. We are also using 'in house' staff to do careers talks on set design, lighting design, sound design and stage management.



English

Head of Department:

Mrs. K. Cleary (k.cleary@gateacre.org)

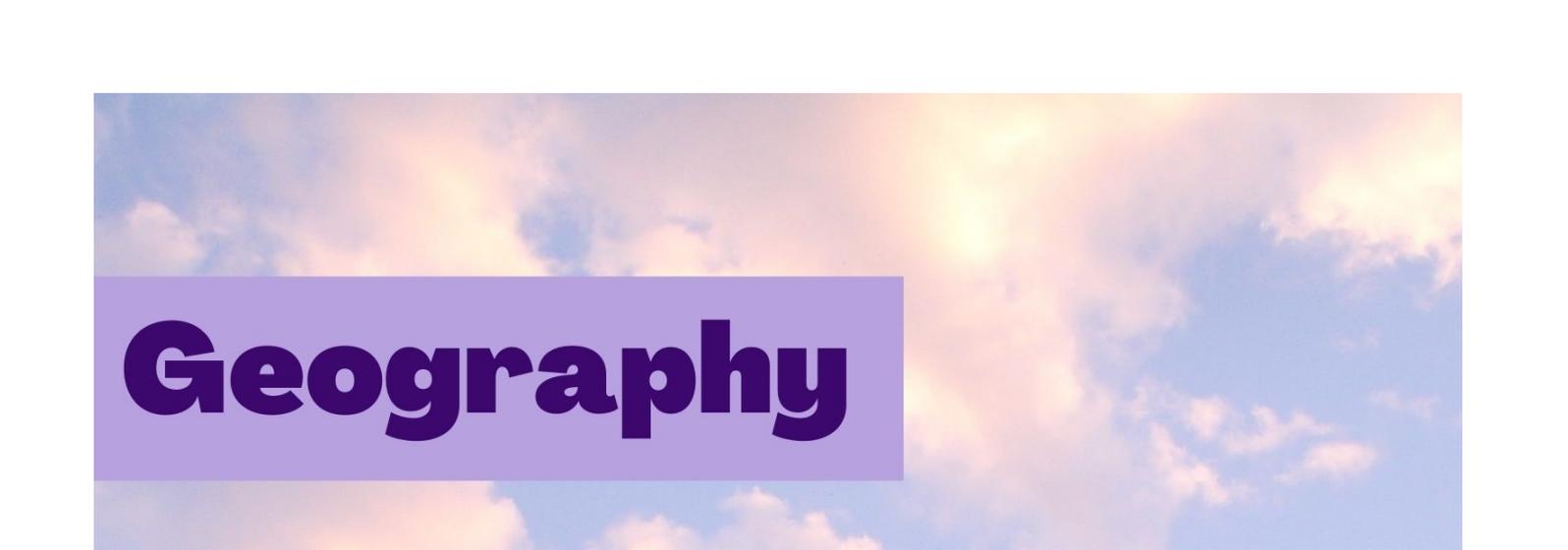
In English we address the needs of more able students primarily through the structuring of our setting and curriculum and by always striving to deliver quality first teaching.

More able students will be given more challenging texts and/or tasks in their English lessons, designed to provide stretch and challenge. English teachers will then seek to offer personalised learning for students in their marking and feedback and by making recommendations for wider reading.

Where appropriate, the English department will make targeted interventions to develop areas of need and interest for the most able students. The department encourages reading for pleasure and makes regular recommendations for wider reading outside of the classroom. In addition, we co-ordinate form time reading with years 7 and 8 by selecting a range of current texts to be read with form tutors. A range of texts are available for students to borrow from the department.

In addition to national curriculum requirements, our Year 7 students follow the "Let's Think in English" cognitive acceleration programme devised by Kings College London to help develop higher order thinking skills. The principles of which, also inform our lesson planning and questioning throughout KS3 and 4.

At Key stage 4, we run a series of morning interventions and after school revision classes to target the needs of various groups of students, including the most able. We produce and supply appropriate study and revision resources aimed at the ability of students. Our A level English courses are very successful and are used as a model for students at KS3 and KS4 to aspire to. Our sixth form students support reading for pleasure with KS3 students.



Geography

Head of Department:

Mr. A. Smith (a.smith@gateacre.org)

Key Stage 3

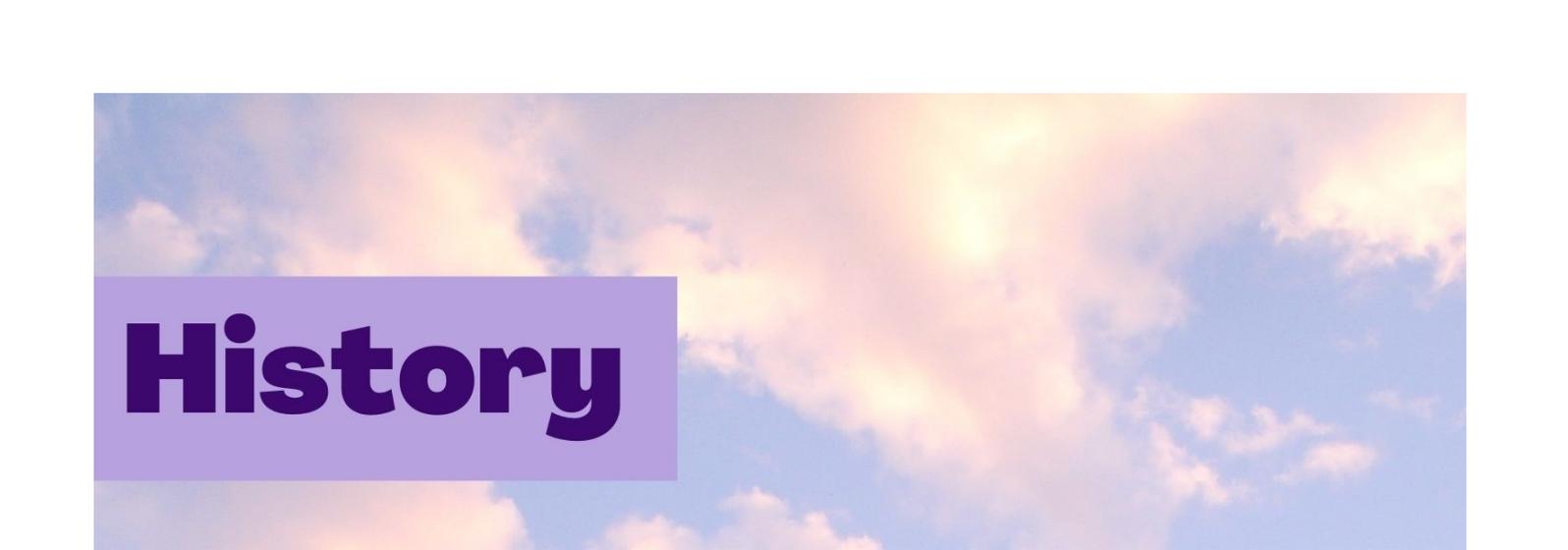
- Most Able students in KS3 are challenged in the classroom and beyond the classroom.
- Students are encouraged to write in a concise manner using geographical terms and extended writing tasks are built into all lessons. Students complete GCSE questions in class and for homework.
- KS3 revision books are available for More Able students and work is set for students that require independent study.
- Fieldwork is also offered to More Able Students with an extended project set on the visit.

Key Stage 4

- Most Able students in KS4 are challenged in the classroom and beyond the classroom.
- The department runs a number of super learning days to focus upon extended writing techniques and complete A Level exam questions where appropriate.
- All students are provided with revision materials and encouraged to attend sessions in half term holidays.

Key Stage 5

- Most Able students in KS5 are challenged in the classroom and beyond the classroom.
- Students are assessed on a regular basis and are provided with their own text books and revision materials.
- Independent study is encouraged and students at AS Level Geography also receive sessions by external agencies such as the Field Studies Council and Geographical Association



History

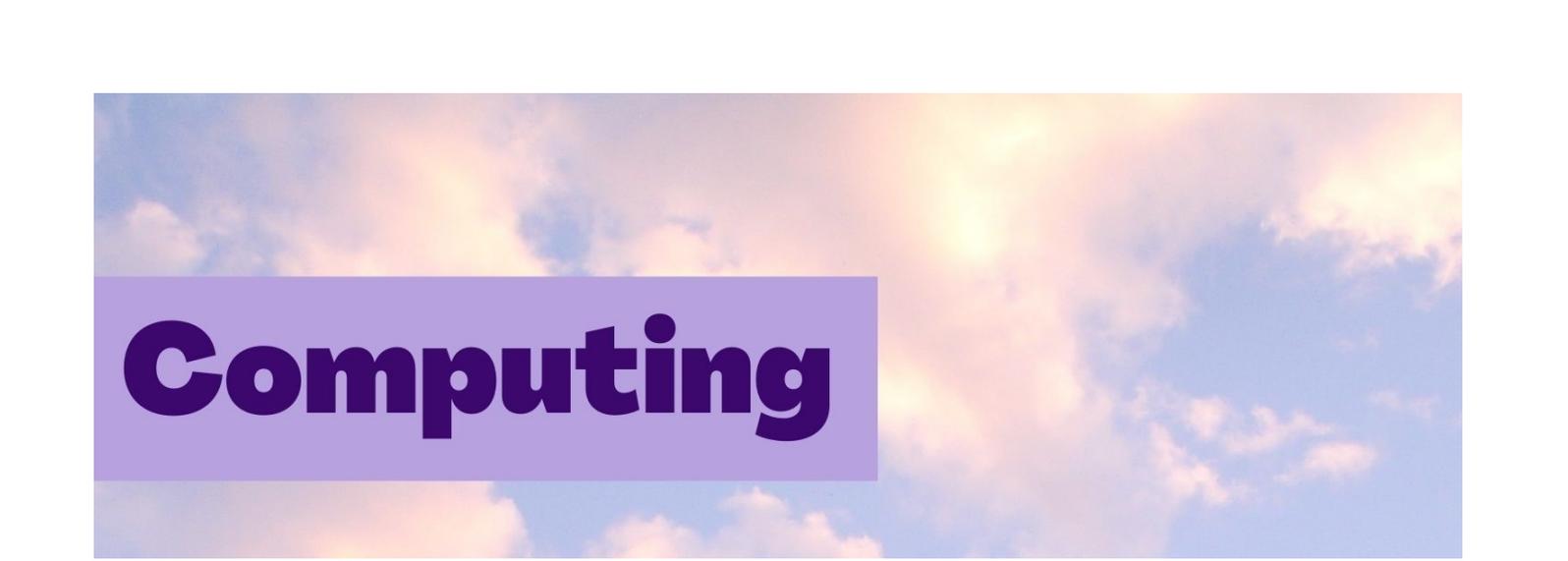
Head of Department:

Mr. J. Fairclough (j.fairclough@gateacre.org)

In History, all lessons have scaled objectives to ensure all pupils are pushed and challenged. Stretch and challenge activities are built in to schemes of learning. Written feedback is used to consistently include stretch activities aimed specifically at challenging more able students to extend their thinking and learning in History lessons. Targeted questioning is used with open ended questions directed strategically to more able students to help develop critical thinking skills which are especially important when analysing and evaluating historical sources. Further reading is highlighted and made available to pupils to help encourage wider engagement with the subject.

At GCSE there are a number of strategies used to ensure that more able students are challenged to help achieve their full potential. This includes the use of tailored GCSE Pods and Pixl History tasks to help reinforce and extend the learning of more able students. The contextual knowledge this provides is essential for higher level thinking and achieving the higher grades at GCSE. During Year 11, the Target 9 package runs to help ensure that pupils who are aiming for a grade 8/9 have developed the necessary skills to best demonstrate their knowledge of topics studied. Also, 1:1 interventions are currently running during Academic Tutor Time with more able students selected to help either get back on track or extend their learning. Revision guides and knowledge organisers are also provided to all students to provide the opportunity for wider study of topics. A reading pack of historical articles is provided which links to the chosen GCSE topics. Educational visits for GCSE History pupils run regularly which have been enjoyed and highly beneficial to more able students.

For A-level more able students there are a number of additional resources available including a History Study Area which includes a tailored library of reading to help challenge and extend. The library includes up-to-date historical publications to help ensure more able students can fully engage with current debates and have access to materials to help further their knowledge of topics that make up their studies. An educational visit to Berlin is offered to A-level History pupils.



Computing

Head of Department:

Mr. M. Bargery (m.bargery@gateacre.org)

Computing lessons are planned effectively and differentiated to challenge our more able learners in KS3, KS4 and KS5. Certain topics from KS4 and KS5 have been adapted for KS3 and they are delivered from the outset. This encourages engagement and challenges our more able learners.

At all Key Stages we ensure independent learning and extension activities that combine breadth and depth have been devised to ensure they engage our more able learners. Computing lessons have also been designed to allow more able learners to develop their thinking skills and develop their personalised learning through design, creation, testing and evaluation of their IT products.

More Able learners are supported and challenged through questioning and classroom discussion. We support More Able learners by setting high expectations and monitor their progress closely using various effective assessment strategies such as online assessment, quality feedback and self-assessment. We focus on the achievement of More Able students and plan carefully how we can support our learners; this includes after school clubs for small groups, holiday clubs and one on one support specifically aimed at more able learners.

At KS3 we focus on enriching the learning outside of the 'classroom lesson' with engaging Computing club activities such as building your own computer and Coding Clubs. At KS4 and KS5, after school clubs are utilised to support our More Able learners in producing quality IT products thus raising their achievement overall. All More Able learners at KS3, KS4 and KS5 are also supported in after school clubs by giving them opportunities to develop their understanding and reach their aspirational target grades.



Maths

Head of Department:

Mr. L. Martin (l.martin@gateacre.org)

All lessons are planned to promote metacognition within each atomised area of maths. We use Variation Theory to promote students thinking about the mechanics behind each method that we teach so that they develop a deeper understanding of the mathematical concepts they are learning about. These deeper structures are probed through targeted questioning techniques and review work centred on spotting links between carefully planned sequences of questions.

Our Schemes of Learning are specifically designed to accelerate progress through Key Stages 3 and 4 and our GCSE timetable allows our most able students to sit extra GCSEs in both Statistics and Further Maths in years 10 & 11. In recent years this has led to a drastic increase in the uptake of both Mathematics A level and Further Mathematics A level and improvements in outcomes at all levels.

We also offer students the opportunity to take the UK Mathematics Challenge each year, a prestigious, national competition and we have been very proud of the gold, silver, and bronze certificates our students achieve through their work.

We have close links to all three universities in Liverpool and make use of enrichment days to further the knowledge and provoke more questioning and inquisitiveness in our students when possible.



Modern Foreign Languages

Head of Department:

Mrs. A. Foy (a.threlfall@gateacre.org)

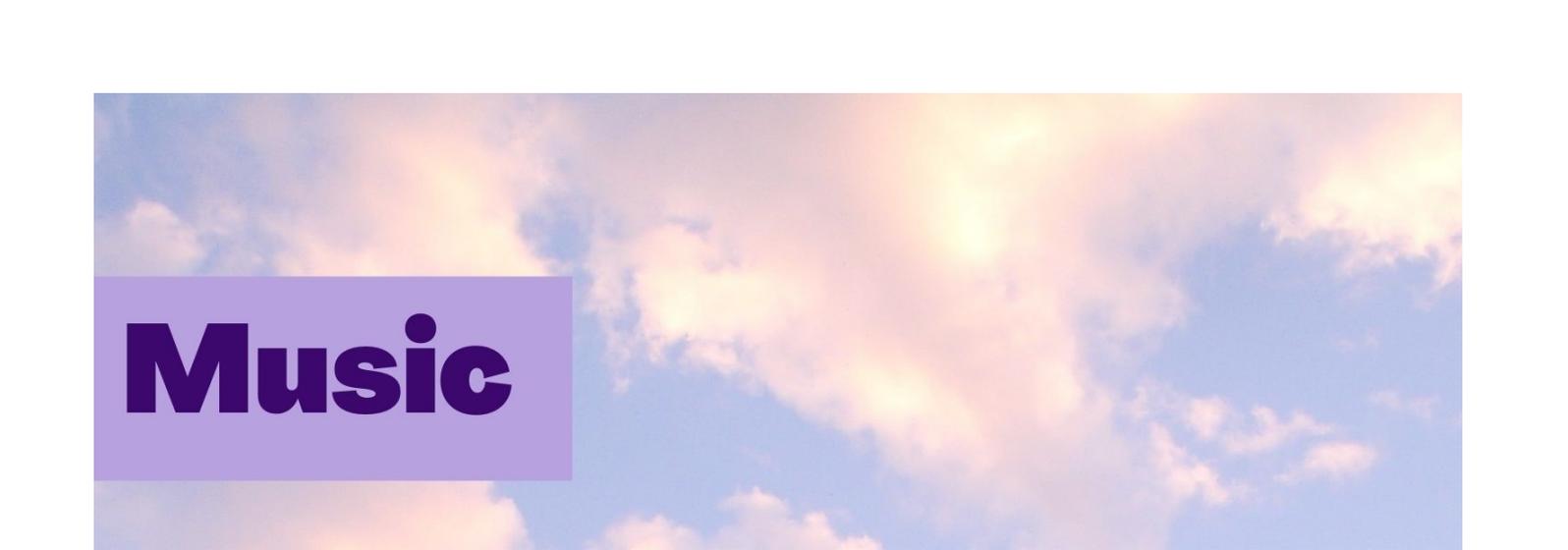
In MFL pupils are given extension activity booklets for when they have finished tasks and challenge tasks are built into the power points for each unit.

Through the writing and speaking tasks they are given the opportunity to extend their answers using different and more complex structures.

GCSE tasks are used in Y8+9 depending on the ability of the class and in the last term of Y9 we start the GCSE course.

We also run the language leaders project in Y9/10 enabling the more able to go into a primary school to teach pupils.

At GCSE level, intervention classes are run with our higher tier classes.



Music

Head of Department:

Mr M. News (m.news@gateacre.org)

All KS4 Music students and many students at KS3 have one-on-one instrumental or vocal lessons with a specialist tutor and some students take ABRSM grade examinations. Students are encouraged to participate in large-scale concert performances, taking their learning from the classroom to the concert stage.

More Able students are encouraged to take leading roles in performances, either as soloists or as section leaders in our orchestra. Music is often arranged with specific individuals in mind, tailored to suit the strengths of particular students. Practically able students are routinely given key or leading roles in practical lessons such as whole-class Samba or class ensemble/band lessons. In addition, able students may be invited into lessons to work with younger students, to perform or to demonstrate a particular instrument. In fact, Music is one of the few subjects where cross-phase/vertical learning or positive role-model mentoring regularly takes place.

All practical schemes of work and music used in lessons are differentiated. Consequently it is common to see, in, for example, a typical KS3 keyboard lesson, students working on a wide range of pieces from say, a simplified popular song through to other students working on Beethoven's "Für Elise" and all points in-between based on their individual rate of progress.

Students often have access to visiting specialist practitioners. For example, we have played host to workshops from professional drummers Jeff Rich (Status Quo) and Steve Barney (The Wanted, Anastacia, Annie Lennox), Partha Bose (sitar maestro), Howard Gray (Musical Director of the Royal Court Theatre) and Marc Dicciani (drummer for Frank Sinatra and Stevie Wonder) along with professional sound engineers, commercial composers and studio owners.

The Dept. is open from 7.30 am, at every lunchtime and every day post 3.15 to enable musicians to develop their practical skills or to pursue compositional ideas using a range of instruments or software including Sequel 3 or, for the more able, Cubase or Sibelius.



Religious Studies

Head of Department:

Mrs. J. Sims (j.sims@gateacre.org)

In KS3 RS More Able students are extended in a number of ways:

- Our schemes are differentiated and within class there are opportunities to complete extensions tasks. More Able students are encouraged to provide deeper responses and explanations through questioning and writing frames, e.g. for written assessment tasks guidelines are given for 3 levels of response through 'must/should/could'.
- MA students are given an opportunity to deepen their knowledge through helping with department tasks. Students helped in the preparation of displays for Holocaust Memorial Day and about Buddhism by researching and creating material to display which extends their knowledge.
- The department offers enrichment activities to encourage students to explore areas of faith and self reflection further (e.g. the mosque).

The header features a background image of a bright, cloudy sky with a sunburst effect. A purple rectangular box is overlaid on the left side, containing the word "Science" in a bold, white, sans-serif font.

Science

Head of Department:

Mr. D. Gash (d.gash@gateacre.org)

KS3 and KS4:

- A knowledge driven curriculum with high expectations for all learners.
- Exam questions are set to challenge our more able learners. Our “Exampro” software, produced by AQA, identifies the level of challenge in each questions so we are secure in our confidence that we are pitching a suitable level of challenge to our most able.
- Feedback in books follows a “whole class” approach but contains challenge questions / tasks for our more able learners.

“Tassomai” provides a vast array of questions based on the Scientific knowledge we expect our learners to master. This software reports progress to the teachers to ensure all pupils, including those who are more able, are suitably challenged.

KS4:

- We offer group intervention sessions for Y11 pupils. There are opportunities for our most able to get bespoke support in these sessions.

We offer 1-2-1 intervention sessions for Y11 pupils. There are opportunities for our most able to get bespoke support in these sessions.

KS5:

- Our A-Level learners have access to Tassomai free of charge so that they can master the subject knowledge required at this level.
- “Exampro” is used by teachers to challenge our most able with Grade A/A* challenge questions.
- Our pupils can access support from their teachers via Microsoft Teams. Their subject pages also provide links to further readings and activities to extend their experiences and knowledge for the A-Level subjects.



How to be on Cloud Nine

#GateacreRaisingAspirations